

Pine Tree Hill Elementary

938 Bishopville Hwy.
Camden, South Carolina 29020

Grades	PK-5 Elementary School	
Enrollment	615 Students	
Principal	John DeFelice	803-425-8970
Superintendent	Herbert M. Berg, Ed.D.	803-432-8416
Board Chair	Dana A. Morris	803-432-4391

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	24	64	12	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Good	N/A
2003	Good	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Average	Below Average	Yes

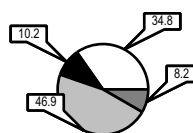
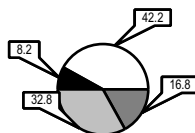
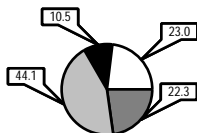
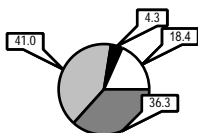
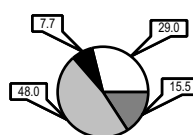
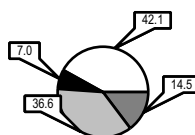
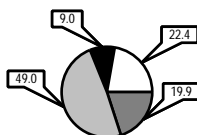
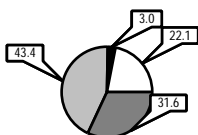
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	277	99.6	19.0	40.7	36.0	4.3	50.4	Yes	Yes
Gender									
Male	145	99.3	25.0	37.5	35.3	2.2	44.9		
Female	132	100.0	12.3	44.3	36.9	6.6	56.6		
Racial/Ethnic Group									
White	148	99.3	15.9	34.1	44.2	5.8	63.0	Yes	Yes
African American	118	100.0	22.5	47.7	27.9	1.8	36.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	238	99.6	12.2	41.9	41.0	5.0	57.2		
Disabled	39	100.0	61.1	33.3	5.6	0.0	8.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	277	99.6	19.0	40.7	36.0	4.3	50.4		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	269	99.6	18.7	40.1	36.9	4.4	51.6		
Socio-Economic Status									
Subsidized meals	181	99.5	23.9	47.9	26.4	1.8	38.7	Yes	Yes
Full-pay meals	96	100.0	10.5	28.4	52.6	8.4	70.5		

Mathematics – State Performance Objective = 36.7%									
All Students	277	100.0	23.6	43.8	22.1	10.5	49.2	Yes	Yes
Gender									
Male	145	100.0	25.7	40.4	22.8	11.0	47.8		
Female	132	100.0	21.3	47.5	21.3	9.8	50.8		
Racial/Ethnic Group									
White	148	100.0	14.5	40.6	29.7	15.2	63.8	Yes	Yes
African American	118	100.0	32.4	49.5	13.5	4.5	32.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	238	100.0	17.6	45.9	24.3	12.2	55.4		
Disabled	39	100.0	61.1	30.6	8.3	0.0	11.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	277	100.0	23.6	43.8	22.1	10.5	49.2		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	269	100.0	22.6	44.0	22.6	10.7	50.0		
Socio-Economic Status									
Subsidized meals	181	100.0	30.1	50.3	14.7	4.9	38.0	Yes	Yes
Full-pay meals	96	100.0	12.6	32.6	34.7	20.0	68.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	277	100.0	42.6	32.6	16.7	8.1	24.8
Gender							
Male	145	100.0	44.1	28.7	17.6	9.6	27.2
Female	132	100.0	41.0	36.9	15.6	6.6	22.1
Racial/Ethnic Group							
White	148	100.0	28.3	37.0	21.7	13.0	34.8
African American	118	100.0	58.6	28.8	9.9	2.7	12.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	238	100.0	36.5	36.0	18.5	9.0	27.5
Disabled	39	100.0	80.6	11.1	5.6	2.8	8.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	277	100.0	42.6	32.6	16.7	8.1	24.8
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	269	100.0	41.7	32.9	17.1	8.3	25.4
Socio-Economic Status							
Subsidized meals	181	100.0	54.6	29.4	11.7	4.3	16.0
Full-pay meals	96	100.0	22.1	37.9	25.3	14.7	40.0

Social Studies							
All Students	277	99.6	35.0	46.7	8.2	10.1	18.3
Gender							
Male	145	100.0	40.4	40.4	7.4	11.8	19.1
Female	132	99.2	28.9	53.7	9.1	8.3	17.4
Racial/Ethnic Group							
White	148	100.0	21.0	50.7	13.0	15.2	28.3
African American	118	99.2	49.1	44.5	1.8	4.5	6.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	238	99.6	28.5	50.2	9.5	11.8	21.3
Disabled	39	100.0	75.0	25.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	277	99.6	35.0	46.7	8.2	10.1	18.3
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	269	99.6	33.5	47.8	8.4	10.4	18.7
Socio-Economic Status							
Subsidized meals	181	99.5	46.3	46.9	1.9	4.9	6.8
Full-pay meals	96	100.0	15.8	46.3	18.9	18.9	37.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	86	100.0	21.7	33.7	37.3	7.2	44.6
	4	99	99.0	21.3	34.0	44.7	N/A	44.7
	5	107	98.1	28.2	49.5	20.4	1.9	22.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	93	100.0	15.9	23.2	51.2	9.8	61.0
	4	85	98.8	20.3	45.6	31.6	2.5	34.2
	5	99	100.0	18.1	53.2	27.7	1.1	28.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	86	100.0	22.9	57.8	14.5	4.8	19.3
	4	99	100.0	22.1	43.2	20.0	14.7	34.7
	5	107	99.1	32.7	42.3	17.3	7.7	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	93	100.0	28.0	41.5	22.0	8.5	30.5
	4	85	100.0	21.5	43.0	30.4	5.1	35.4
	5	99	100.0	19.1	47.9	16.0	17.0	33.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	93	100.0	39.0	37.8	19.5	3.7	23.2
	4	85	100.0	44.3	31.6	15.2	8.9	24.1
	5	99	100.0	42.6	29.8	16.0	11.7	27.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	93	100.0	24.4	54.9	11.0	9.8	20.7
	4	85	98.8	30.8	50.0	11.5	7.7	19.2
	5	99	100.0	45.7	38.3	3.2	12.8	16.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 615)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.7%	Down from 4.1%	3.7%	3.0%
Attendance rate	96.1%	Up from 95.4%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.9%	Up from 1.0%	3.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%	Up from 0.7%	3.3%	3.2%
Eligible for gifted and talented	20.0%	Up from 18.8%	10.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.5%	Down from 5.8%	9.0%	8.2%
Older than usual for grade	1.1%	Up from 1.0%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	64.3%	Up from 53.5%	50.0%	52.6%
Continuing contract teachers	85.7%	Down from 86.0%	84.6%	83.3%
Highly qualified teachers	94.6%	Down from 97.5%	94.7%	93.5%
Teachers with emergency or provisional certificates	2.6%	Down from 2.7%	0.0%	0.0%
Teachers returning from previous year	83.3%	Down from 89.7%	87.1%	87.0%
Teacher attendance rate	90.8%	Down from 92.3%	94.7%	95.0%
Average teacher salary	\$42,396	Up 5.5%	\$41,525	\$41,703
Prof. development days/teacher	9.6 days	Down from 14.8 days	13.1 days	12.8 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 18.0 to 1	18.4 to 1	18.8 to 1
Prime instructional time	82.8%	Up from 81.7%	89.1%	89.8%
Dollars spent per pupil*	\$5,378	Up 2.2%	\$6,047	\$6,242
Percent of expenditures for teacher salaries*	68.9%	Down from 69.8%	64.8%	65.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
		Our District	State	
Highly qualified teachers in low poverty schools		94.7%	89.4%	
Highly qualified teachers in high poverty schools		100.0%	90.1%	
		State Objective	Met State Objective	
Highly qualified teachers in this school		65.0%	Yes	
Student attendance in this school		95.3%	Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Pine Tree Hill Elementary School is to develop academically successful, technologically prepared, competent, responsible lifelong learners by providing a diverse, disciplined, nurturing environment. Pine Tree Hill serves pre-kindergarten through fifth grade with 654 students, 45 teachers and 39 support staff.

With a student poverty level of 71%, we continue with initiatives to assist students who need extra academic help. We increased the grade levels served by the SOAR to Success Program by adding an additional teacher. This program is a small group intervention program for struggling readers. A Curriculum Coach continues to provide assistance to teachers in implementing best practices in the classroom and to assess curriculum needs school-wide. A Technology Specialist worked to assist teachers in implementing technology into the classroom. Retraining grant funds provided teachers with a team planning day once a quarter to work collectively on long range plans and plan lessons meeting South Carolina standards.

For the third year, Pine Tree Hill offered an eleven week Extended Day Program to help students needing additional assistance to achieve South Carolina standards. This small group setting provided assistance with reading, writing, math, and computer activities. The Extended Day Program served 110 students during the 2004-2005 school year.

Pine Tree Hill School began a positive reinforcement program this year entitled Compliment Cards. Over 3,330 cards were given to classes and students to reward them for their good behavior. Classes could receive awards based on the number of compliment cards they earned. This program reinforced our Character Education Program.

We continue to work with our parents through parent workshops, face-to-face meetings, parent publications, and student recognition programs. We are working to gain the needed support from home for our students and our school.

Pine Tree Hill continues to work to improve and continues to be a school of choice for our attendance area.

Merryrose P. Radford, Principal
Anthony Latimer, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	92	65
Percent satisfied with learning environment	100.0%	92.2%	85.0%
Percent satisfied with social and physical environment	97.9%	88.9%	82.5%
Percent satisfied with school-home relations	89.4%	90.0%	71.7%

*Only students at the highest elementary school grade level at this school and their parents were included.